DOCUMENT RESUME

ED 156 829 CE 015 939

AUTHOR	Fredrickson, Ronald; And Others
TITLE	Guide for the Development and Operation of Career Resource Centers in Schools.
INSTITUTION	Massachusetts Univ., Amherst. Inst. for Governmental Services.
SPONS AGENCY	Massachusetts State Dept. of Education, Boston. Div. of Occupational Education.
PUB DATE	Nov 77
NOTE	54p.; Photographs in this document may not reproduce well
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	Audiovisual Centers; *Career Education; *Community Involvement; *Delivery Systems; Elementary Secondary Education; Facility Requirements; Information Centers; Information Dissemination; Information Storage; Occupational Information; Personnel Needs; Program Guides; *Program Planning; *Resource Centers; Resource Guides; Resource Materials; Testing

ABSTRACT

This guide is intended to serve as a basic information source for those seeking to establish a Career Resource Center (CRC) in a school or other community agency. The content is presented in eight chapters. The first one, an introduction, covers the role and benefits of CRC's, while the focus of chapter 2 is on the rationale for career education and CRC's. The third chapter presents program criteria for a CRC within a school setting and examines staffing, location, funding, and working with teachers. Chapter 4 discusses materials for the CRC, including criteria for the section of materials, classification and filing of occupational information, organizing a filing system, and materials to place in the Center. The use of tests and inventories as well as the computer in the CRC are briefly discussed in chapters 5 and 6. Chapter 7 focuses on how the CRC works with the community and includes brief discussions of a speakers bank, field trips, the CRC as a resource for students seeking employment, and adults in the community. A chapter on public relations concludes this booklet. Guidelines for preparing and evaluating occupational materials, a student interest survey form, and a list of audiovisual equipment for the CRC are appended. (EM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED156829

GUIDE FOR THE DEVELOPMENT AND OPERATION OF CAREER RESOURCE CENTERS IN SCHOOLS

by

Ronald Fredrickson
Marilyn Singer
Leo Vigneault

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Institute for Govt. Services-Univ.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

November, 1977

Institute for Governmental Services
University of Massachusetts
Amherst, Massachusetts 01003

CE015439

Guide for the Development and Operation of Career Resource Centers in Schools is a publication of the Institute for Governmental Services (IGS), University of Massachusetts.

This publication was prepared as a part of the Commonwealth Colloquium Project: Building New Bridges Between the Worlds of Education and Work. Funding for this project was made possible through a grant from the Massachusetts State Department of Education, Division of Occupational Education.

The opinions expressed in this publication do not necessarily reflect the position or policy of the Institute for Governmental Services.

© Copyright 1977, Institute for Governmental Services (IGS)

A Publication of the Institute for Governmental Services (IGS)

University of Massachusetts

Maurice A. Donahue, Director
Arthur W. Eve, Associate Director
Dimitri V. Gat, Editorial Associate

Occupational Education Services Staff

Thomas W. McClain, Director
Edward B. Feder, Staff Associate for Coordination
J. Leslie Firth, Coordinator for Career Education
Roger Peck, Consultant, Urban Occupational Instructor Development
Candace L. Bancroft, Research Associate
Tibby Chase, Research Associate
Rima Miller, Research Associate
Richard A. Sockol, Research Associate
Charles L. Weinert, Research Associate
Carolyn Hansma, Office Manager/Boston
Barbara E. Llamas, Secretary

Design: Dave Coburn

Middlesex House
University of Massachusetts
Amherst, MA 01003

Downtown Office
100 Arlington Street
Boston, MA 02125

PREFACE

The concept of a career resource center to centralize career guidance information and activities is one of a number of growing practices by schools to help students bridge the gap between school and work. For the past two years it has been my privilege to work with a number of people from government, business, labor and education across the state who are interested in expanding the resources for career and occupational education. Through the Commonwealth Colloquium Project, as it was called, leaders from various segments of the community came together to explore avenues for increased cooperation between learning and earning.

When it was proposed that a series of publications be developed focused on new means for education-work collaboration, one of the subjects most highly favored by the consulting committee was that of developing career resource centers. That topic was a natural one for the Institute to explore since it was concurrently operating a very germaine project entitled "Statewide Training Program for the Establishment of Career Resource Centers in Massachusetts Public Schools," funded by the State Department of Education, Division of Occupational Education. Through that project twenty-seven schools sent a professional and paraprofessional to a two-week training project in order to prepare for implementing a career resource center in their home school. As a result of that training program and other professional experiences, the authors prepared this publication.

It is hoped that this Guide will be a valuable resource to everyone who seeks to use it in meeting the unique career needs of all students and serves as one more vehicle in bridging the gap between education and work.

A final word of thanks to the authors, Dr. Ronald H. Fredrickson, Marilyn G. Singer and Leo P. Vigneault for their assistance and to the production team of Barbara E. Llamas, typist, and Dimitri V. Gat, Editorial Associate.

Thomas W. McClain, Ed.D.
Project Director and Editor
Commonwealth Colloquium

TABLE OF CONTENTS

	PAGE
CHAPTER I	
Introduction	1
CHAPTER II	
Rationale for Career Education and Career Resource Centers	4
CHAPTER III	
The Career Resource Center in a School Setting	10
CHAPTER IV	
Materials for the Career Resource Center	18
CHAPTER V	
Use of Tests and Inventories	29
CHAPTER VI	
Use of the Computer in the Career Resource Center	31
CHAPTER VII	
The Career Resource Center Works with the Community	33
CHAPTER VIII	
Public Relations	36

APPENDICES

A. Guidelines for Preparing and Evaluating Occupational Materials	38
B. Survey of Student Interests	45
C. Audio-Visual Equipment for the Career Resource Center	46

CHAPTER I

INTRODUCTION

Occupational choice is quite possibly one of the most important single decisions an individual will make, and it is a decision that should not be left to chance or made on the basis of inaccurate or inadequate information or assumptions. The establishment of a Career Resource Center (CRC) acknowledges the life-long need and desire of people to learn more about the real world of work and to understand and make decisions about their own lives in light of that world. The CRC concept has been developed and implemented to reach children and adults wherever they are in their career development, in school or out, and to provide them with a vehicle for developing their full human potential regardless of race, sex, age, socio-economic status, ethnic or cultural background.

This guide is intended to serve as a basic information source for those seeking to establish a Career Resource Center in a school or other community agency setting. Interested persons may come from the ranks of school administrators, guidance counselors and librarians; additionally, parents and persons who direct community-based agencies may be seeking information about the Career Resource Center approach to career education programs.

The growing interest in career resource centers has been sparked by a recent broad educational movement called career education. According to Kenneth B. Hoyt, Associate Commissioner for Career Education, United States Office of Education,

> "...Career education consists of all the activities and experiences through which individuals prepare themselves for and engage in work -- paid or unpaid -- during their lives. ...Career education includes career awareness, exploration, decision making, preparation, entry and advancement." [1]

It is important to note that career education programs ideally involve all students at all levels of education.

Some authorities in the field of career education regard the primary mission of the Career Resource Center as bringing a knowledge of the world of work into the school. They further advocate that efforts be pursued to bring a larger portion of school experience into

[1] Kenneth B. Hoyt, "Straight Answers on Career Education", Today's Education, January-February 1975, p. 70.

the world of work. Another way of saying the same thing is: the role of the CRC is to bring career information and relevant community resources into the mainstream of the education process. As its final objective, it must operate programs to that end which best serve students. The CRC demonstrates to them the relationship of the curriculum to the skills and careers in which people engage. These relationships must be described to the degree that each student acquires sufficient knowledge and experience from which to draw in making wise decisions regarding career choice, pursuit or change. The significance and importance of this decision in the life of a person as well as to society is well documented, e.g., Work in America (MIT Press, Cambridge, Massachusetts, 1973).

Teachers who call students' attention to the career-related aspects of subject matter are engaged in career education. The difference between these informal, perhaps unplanned, comments and a career education program is that the program is planned, coordinated and developmental. The Career Resource Center as a base of operations for a career education program represents a concept that is growing in acceptance.

The files, pictures and machines which form a part of the materials of a Career Resource Center are not fully effective without thoughtful organization and the helpful, friendly presence of a paraprofessional or a counselor. The center is operated by people who attempt to present materials and information in the most attractive way possible, so that they are easily available to those seeking their use. The positive atmosphere of the CRC is essential; each person is regarded as important and each person's hopes and plans are taken seriously. Such attitudes are a basic ingredient for any organization that serves students. The parallel with the seller and customer in the business world and the philosophy of customer satisfaction is close. The CRC maintains the service with quality control. It does so in a manner that best serves the needs of students by assisting the classroom teachers. The teachers' utilization of the service is fully encouraged by the ease and facility of working with a well-organized Career Resource Center that delivers quality programs, materials, assistance and services.

In conclusion, the CRC provides a single centralized place where students, teachers and counselors can secure up-to-date relevant career information and assessment tools. The benefits provided to these populations can be summarized as follows -- a place where:

Services to Students

1. Students can drop in and browse through career materials.

2. Students can talk with each other about careers.

3. Exploration and study of career alternatives is possible.

4. Career inventories (needs assessment, interest, values and job satisfaction) are administered.

5. Special needs groups (decision-making and job preparation) can gather.

6. Post-high school training catalogs are available.

7. Post-secondary training opportunities are identified.

8. To which visits by institutional representatives are made.

9. One or more adults are available to listen and talk with the students about their career plans as well as to help develop ways to achieve them.

10. Job placement service may be provided.

Services to Teachers

1. Career-related classroom materials are available.

2. Career consultant service is available to suggest infusion techniques.

3. Teachers may refer students who have career questions.

Services to Counselors

1. Pre-graduation/decision-making assistance is available.

2. Financial aid information is available.

3. Evaluation or career materials are available.

4. Parent visits can take place.

5. Career exploration activities take place.

CHAPTER II

RATIONALE FOR CAREER EDUCATION AND CAREER RESOURCE CENTERS

"Career education" is a lifetime process covering schooling and employment and leisure-time activities. It is a process that begins early in childhood, as youngsters become increasingly aware of the variety of occupations that engage adults and continues throughout the individual's life.

In the 30's and 40's schools were implementing programs of character, vocational and citizenship education. By the late 60's these had assumed somewhat different focuses and were called affective, humanistic or psychological education.

Each of these frames of reference represents an attempt on the part of schools to integrate the students' school life with his out-of-school life, to bring each one closer to the other, to provide "relevance" as was so frequently stated.

Career education, a concept introduced by Sidney Marland (then U. S. Commissioner of Education) in 1971, represents a similar but more encompassing focus. The idea that school is part of life and work and leisure is not new of itself; rather it is the fusion of these three areas that is new.

The recent emphasis on career education has its base in economic issues. Productivity per worker/hour has been steadily declining. The United States stands 15th among the world's nations in output per person/hour. Inflation has played a role here, too, as workers need to pay more for goods. Recently the American workers' productivity has increased somewhat; during the last quarter of 1975, productivity was up 9.75 per cent.

Unemployment is another important factor in considering career education. Nationally, 7 per cent of the population is unemployed. Of this figure, a large percentage (35 per cent) are young and minority group members. In Massachusetts the unemployment rate has ranged to 15 - 17 per cent and at present it is around 8 per cent with some towns having higher percentages of unemployed.

As jobs have shifted and workers have been laid off, there has been a dramatic impact on these individuals. In our society we tend to identify ourselves by the jobs we do; without a job it is hard to say who we are. The negative effect on the unemployed worker's self-concept is deep and pervasive.

The world of work itself has changed dramatically with advances in technology. The railroad industry is just one example of great changes, both in amount and kind of use and in automation. The spikes that used to be driven by two men with heavy spike balls are now rapidly driven by rolling machines, and many fewer spikes are driven.

There are political issues involved in the growth of career education, too, and these issues interact with the economic ones. Concern for the civil rights of the individuals, including implications of sexism and racism, has led to legislation and court decisions with far-reaching implications.

The declining birth rate, while not quite yet at the zero population growth figure, has had an impact, too. The birth rate was relatively high during the 50's and 60's. The young people who are now in high school and college have a hard time finding jobs. Education drop-outs enter the world of work at a rate of 2.5 million per year and few of them have marketable skills.

The climate of the world of work has also changed. Workers feel alienated and isolated and their disinterest and sense of alienation are reflected in acts of sabotage, vandalism and theft. A number of businesses and industries in the western world have made modifications in their modi operandi, e.g., Volvo's using assembly teams rather than assembly lines. Some banks have also assigned bookkeepers to certain accounts so that the bookkeepers will build contacts with the accounts, improving public relations and worker satisfaction at the same time.

In the Frank Parsons era (circa 1908) the emphasis was on testing to see what an individual was like and to match him with a job that required his abilities. It was subtly implied that there was (and is) a "right" job for each person.

The shift with career education is that individuals are seen as multipotential; no longer is it appropriate to define occupational choice as a narrowing down to the one "right" choice; rather, studies have indicated that each individual has the potential for adapting to a variety of occupations.

> "The human organism appears highly adaptable both physically and psychologically to its environment. People can live and work in temperatures ranging from 45 degrees below zero to 110 degrees above zero. They can work for hours in the heat of blast furnaces, in the cold of meat packing refrigeration rooms, at sedentary indoor occupations or at heavy outdoor labor. Kitson (1925) says that, in view of human beings' physical

adaptability to such extreme conditions, it is absurd to think that an individual is fit for only one occupation." [2]

This adaptability is shaped and is strengthened by one's personality characteristics as well as one's education.

Young people are aware of a great many occupations in their society; they can name them easily. But often (too often) they are unaware of anything other than the name of an occupation and possibly a work setting. Even then, nurse:hospital may mean that the student is not aware of the many other sites where nurses work; it may also mean that the student is restricting his/her thinking along the line of nurse:female. Each young person needs to become much more aware of the world of work as it is today to the greatest possible extent, and as it will be in the tomorrow when he or she will be seeking or changing employment.

There are four major goals in a career education perspective:

1. There is dignity in all work.
2. The basic skills learned in school are critical to many occupations and each person will have a marketable skill when he/she leaves school, at whatever age.
3. Education and work are lifetime activities.
4. There are many possibilities for each individual in the world of work; making the individual aware of more of the options is essential.

The job of a Career Resource Center is to help people find ways to make their work and their school lives more congruent. The young people in schools are employers and employees of the future; they need to begin to see themselves as such. They need information about occupations and the scope of the world of work. In addition, they need activities to sharpen and strengthen their decision-making skills so that as they plan and implement their choices they will be effective decision-makers and planners.

The worlds of business/industry and education have too long been greatly separated. There is data about what employers expect of the schools and their products. They want graduates to be able to read and to write and to do simple arithmetic, and they want well-developed work habits such as punctuality, dependability, persistence and an ability to get along well with others.

[2] Fredrickson, et.al., "Multipotential-A Concept for Career Decision Making," Impact, Vol. 3, No. 6, p. 3 - Reprinted by Chronical Guidance, Moravia, New York .

Looked at from this perspective, there is a good case for infusing the concepts and goals of career education into the curriculum. The critical idea here is infusion. Career education will be diluted when it is treated as an add-on and/or something to attend to one period per day. "Infusion," however, is a fuzzy area in implementation; the teacher who casually comments to students that, for example, pharmacists use metrics in weighing and measuring prescription components may not be aware that career education has been "infused" into the math curriculum. Teachers of Social Studies units entitled "You and the World of Work" are well aware of the overlap; teachers in vocational-technical areas are probably most aware. "Infusion" is identifiable in these three different settings; the degree (or quality) of infusion is what makes them different. Figure 1 represents a conceptual view of the CRC as the hub for infusing career education into the schools.

The Career Resource Center, expecially one located in a school setting, is a means by which young people can be helped to develop their ideas and goals. The program which uses CRC personnel and materials will enable students to learn in developmental stages about themselves and the world of work. The developmental stages are important and it is understood that individual students will differ in their degrees of readiness for various kinds of experiences and information.

The first stage is Awareness. This includes awareness of one's self-interests, abilities, preferences and values -- as well as awareness of the world of work. "Awareness of the career choices available must be integrated with self-knowledge. This is one of the unique functions the counselor can provide in career education programs." [3] Another important prerequisite is an awareness of the life styles of people in different occupations; this in-depth awareness goes beyond the cursory reading of occupational briefs.

"Exploration is a systematic and planned inquiry into the world of work with a wide review and examination of different occupations." [4] Some of the areas to be included in the exploration phase are studies of training requirements, labor regulations, hiring and tenure practices and an analysis of job stereotypes.

Orientation (reality-testing) is an essential component in finalizing a choice. Meeting certain job requirements is not enough. What are the risks involved in achieving a particular occupational goal? Included in this phase are a great variety of curricular and extracurricular activities such as standardized testing, field visits and shadowing, summer jobs and work-study experiences. As the degrees of resemblance between this experience and the actual work experience increases, so also increases the value to the student. His or her career choices will be more satisfactory with increased information and experience.

[3] Ibid.
[4] Ibid.

Figure 1

THE CAREER RESOURCE CENTER
THE HUB OF A SCHOOL BASED
CAREER EDUCATION PROGRAM

The double arrows and the open lines indicate the interactive process that will promote the on-going development of a career education program.

[Source of Figure 1: The Career Resource Center: Putting It All Together, Minnesota Department of Education, 1975, p. 21]

The last stage in the cycle is Preparation wherein the student pursues, in training and/or education, the acquisition of knowledge and skills needed to prepare for entry into a selected career area. But we must remember that it is a cycle; our needs and our patterns change and as they do, many of us repeat the cycle of exploration, reality-testing and confirmation at least once or twice in our adult lives.

In the Career Resource Center students at different stages of development engage in different activities appropriate to their current needs. Students learn that school and work are related to each other, that the skills learned in one setting will be valuable in other settings. The trained personnel of the Career Resource Center will provide for students' varying needs. With the assistance of teachers and parents each young person will continue developing his/her own multipotentiality.

CHAPTER III

THE CAREER RESOURCE CENTER IN A SCHOOL SETTING

It is critical that the focus of attention be on the program developed and implemented by CRC staff. The Center itself is a collection -- of people, of information, of ideas and materials -- but the program that delivers the services to students, parents, staff and the community is the essential ingredient. The program needs to meet several criteria:

1. It must respond to the needs of individuals in different stages of career development;

2. It must have trained staff available to be responsive to the needs of students and others;

3. It must have an out-reach component;

4. It must demonstrate its service-availability;

5. It must respond to the feedback and evaluations of its clients; evaluation must be an on-going activity.

A. Staffing

Regardless of the size of a particular CRC, the staff will be most effective and efficient in meeting clients' needs when it includes professionals and para-professionals working together as a team. In addition, adequate clerical assistance is required. Each component of the team (professionals and para-professionals) has specific responsibilities, and each member of the team needs to be knowledgeable of the responsibilities of each component.

The development and implementation of the program are primary responsibilities of the CRC's professional staff members. School counselors are in a particularly good position for this role because they are charged with meeting all students and helping to plan schedules of courses that will enable them to pursue chosen areas in the future. The interconnecting threads of high school and after-high school must be explored. Students need to be able to articulate their individual plans, dreams and questions in order to schedule the courses that they want and/or need. Counselors' professional training in helping individuals clarify and articulate

their concerns is an important ingredient. In schools where physical facilities or other considerations preclude the use of the guidance office for the location of the CRC, it is important that the counselors be involved with the CRC program to a high degree.

The paraprofessional staff member is primarily responsible for the day-to-day operation of the CRC. Duties include upkeep and maintenance of materials in easily available and usable form and generally reflect those essential facets of CRC operation which do not require professional training and education. The degree to which the CRC attracts students and others and the degree of overall satisfaction students feel about their Career Resource Center-related experiences will depend to a great extent on the skills and talents of the paraprofessional. Supervision by the professional is important, and the degree of supervision will vary from one school to another depending on variables in the individual settings. The primary responsibility of this team of professional and paraprofessional staff members is to bring career information and students closer together. How this is done will, of course, be different for each team.

B. Location

It is important that, in a school setting, the CRC be located in or near the guidance office for increased convenience. If this is not feasible because of space limitations, the CRC might be located in a section of the library. Other possible locations include space in the main hallway or the cafeteria. The major factors to be considered in deciding on the space to be used for a CRC are:

1. Availability - To students, staff and community members. The CRC should be readily accessible to its publics.

2. Security - The materials of the CRC will require an area that can be locked. Hardware is expensive, and provision for its storage and care must be made.

3. Telephone - For staff use as well as for computer link-up.

4. Space - Optimally there will be at least enough space for the staff and

3-4 students to work individually without crowding. Space that can accommodate groups of students (up to class-size) will be advantageous but not essential. The realities of the space selected will affect the program and its delivery. The number of electrical outlets needs also to be considered.

The following diagrams suggest possible spaces and physical arrangements within those spaces.

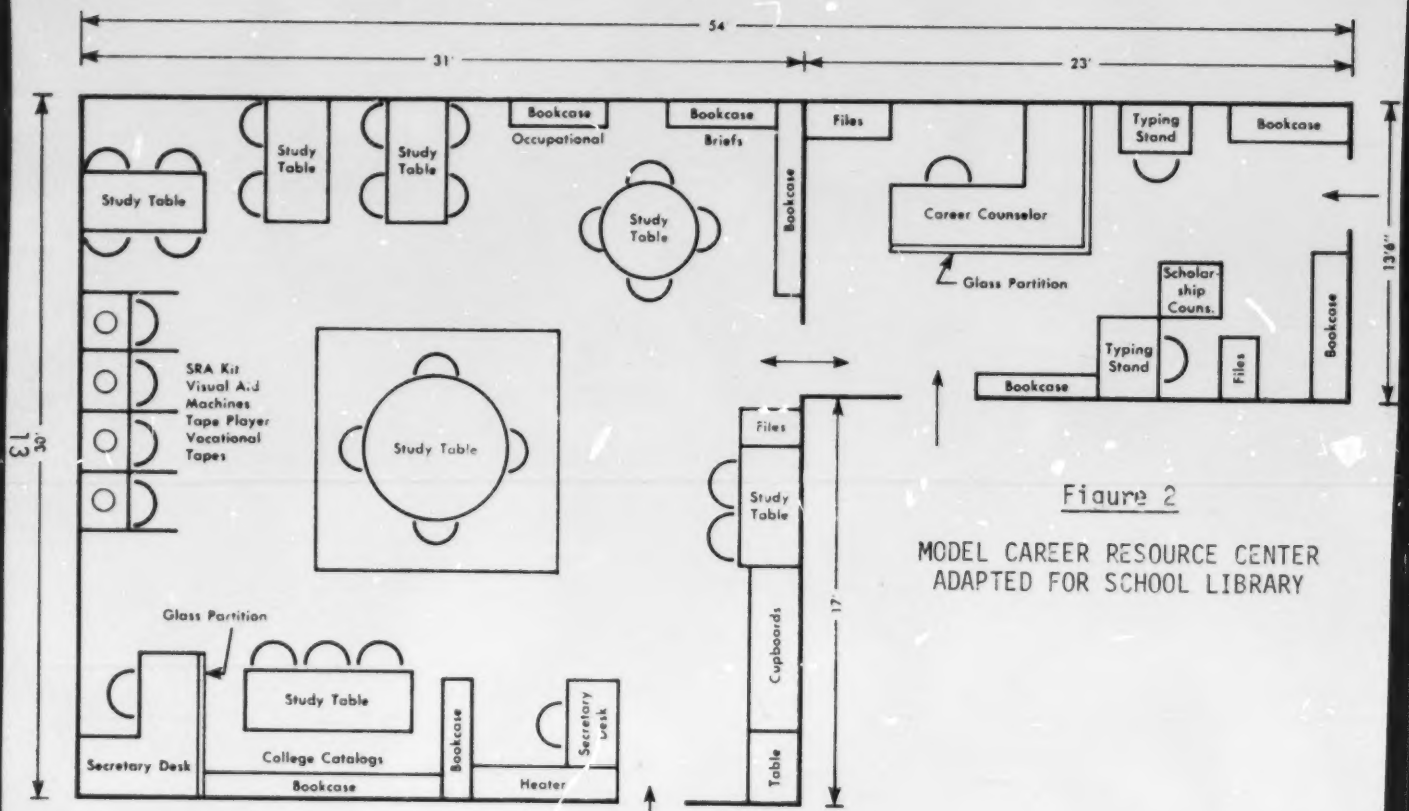


Figure 2

MODEL CAREER RESOURCE CENTER
ADAPTED FOR SCHOOL LIBRARY

Figure 3

MODEL CAREER RESOURCE CENTER ADAPTED FOR SCHOOL CLASSROOM

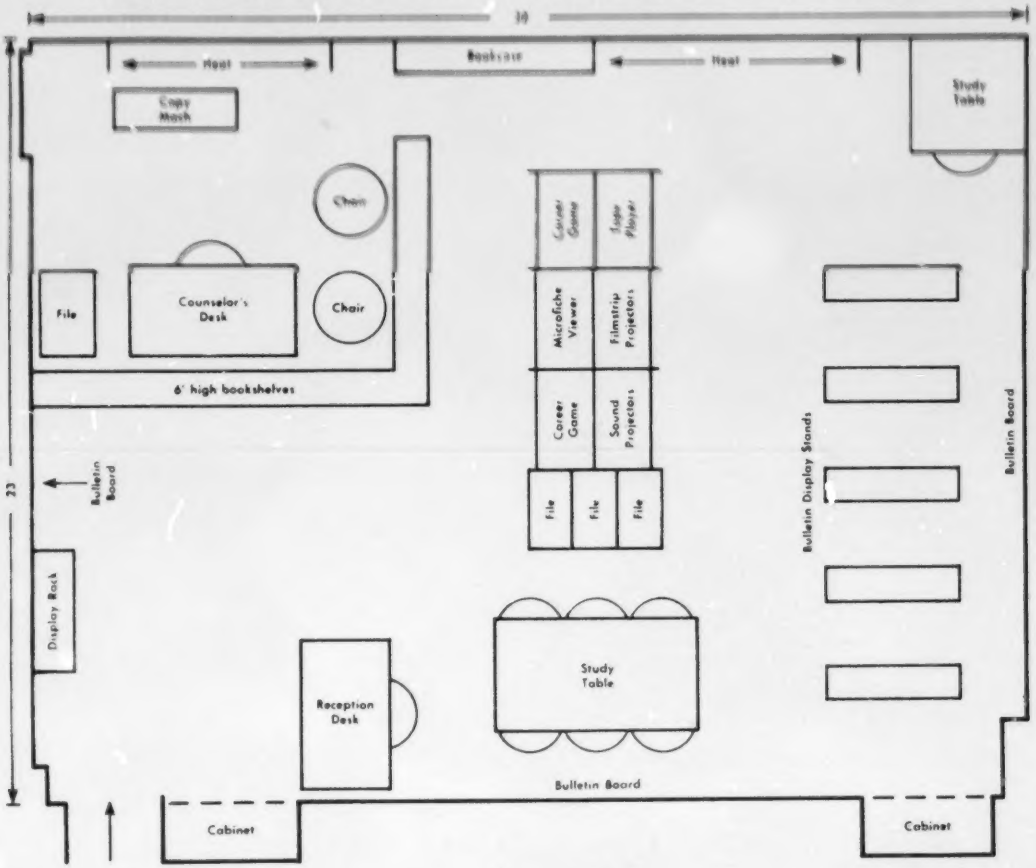
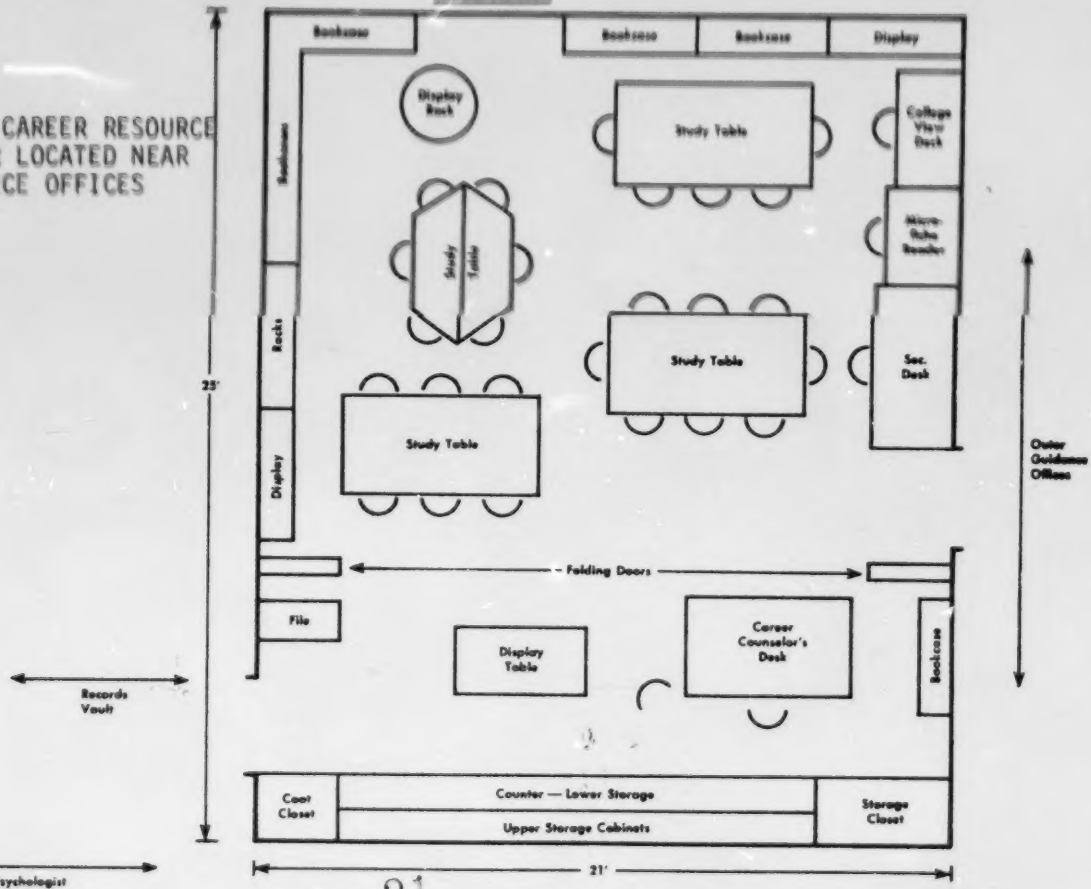


Figure 4

MODEL CAREER RESOURCE CENTER LOCATED NEAR GUIDANCE OFFICES



[Source for Figures 2, 3 and 4: The Career Resource Center: Putting It All Together, Minnesota Department of Education, 1975, p. 17]

C. Funding

There are many sources for funding available to the resourceful staff, and all should be explored. Lack of money should not prevent the planning and implementation of a plan for a CRC. In school settings these funding sources should be examined:

1. Principal's funds
2. Library budget
3. Audio-visual budget
4. Guidance budget
5. Vocational education funds
6. Parent-Teacher Association contributions
7. Local industry contributions
8. Local area educational collaborative

The benefits that accrue in terms of public relations are enhanced as financial responsibilities are shared. Additional information on funding can be obtained from Career Education, A Handbook of Funding Resources by Charles W. Ryan (School of Education, University of Maine, Orono, Maine 04473). Interested persons may also write for copies of Guide to U. S. Office of Education -- Administered Programs FY 197-, published by U. S. Department of Health, Education and Welfare, Office of Education (copies available also from A.P.G.A. Headquarters, 1607 New Hampshire Avenue, N.W., Washington, D. C. 20009).

D. Working with Teachers

The CRC makes available all its materials and equipment for use in the classroom. The counselor and/or paraprofessional can work closely with the teacher in developing career units to assure the teacher maximum support from the center. This dimension of specialized assistance is necessary to the development of career education. The CRC is in a strategic position to offer a service to teachers that is unique at this stage of development in public education.

To achieve maximum utilization of all the types of information, materials and equipment in the CRC, their use must be in the mainstream of the educational process - in the classroom. This process of infusion into the curriculum calls for a public relations approach as the

CRC staff encourages and supports teachers and administrators to use the materials and services of the center. There are a number of means by which the CRC staff can heighten teacher awareness of the center and its capabilities.

In beginning a Career Resource Center, it is often effective for the staff to work one-to-one with individual teachers who have demonstrated an interest in the center. Consultation with them about forthcoming areas of study will suggest specific activities that can be tied in to the center. Here the CRC staff is indicating its interest in teachers and their willingness to be helpful to them.

Ideally, though, the infusion of career information into the curriculum occurs at the point when specific curriculum is being developed or revised. This process is usually carried out by the members of a department with administrators frequently involved in the process. CRC staff members (as well as counselors from the guidance office) can and should become members of departmental groups and committees working on curriculum development. It is in the collective staff effort, when course objectives, materials and student activities are being reviewed, that the CRC staff makes it services and materials known to teachers. This is the CRC staff's opportunity to demonstrate how it can significantly contribute to curriculum goals. The inclusion of the CRC staff in a curriculum development role will increase teachers' understanding of the center's capabilities (and limitations). Increased understanding leads then to increased use.

Another dimension of service the CRC may offer the teaching staff of a school is in the area of community resource utilization. In the specific area of securing career speakers, a significant contribution can be made to the educational process. The procedure for securing appropriate speakers is a process teachers most generally do not have the time to adequately pursue, even though they recognize that it is a very rich source of educational value. (See Chapter VII - A. Speakers Bank).

CHAPTER IV

MATERIALS FOR THE CAREER RESOURCE CENTER

Before materials can be selected for the Career Resource Center, it is important to identify the broad goals of the program which will disseminate them so they will be used by the people for whom they are intended. The most attractive career materials in the world will be of little value other than as dust catchers unless there is a program and personnel who see to it that the materials are used in helping people learn more about themselves, the world of work, career planning, decision-making, placement and follow-up.

It is recommended that people setting up Career Resource Centers acquire material slowly, allowing opportunity for the prospective users to evaluate the information before purchase. If at all possible, preview all material. Proceed particularly slowly on the acquisition of expensive audio-visual equipment and hardware. It is often surprising that what professionals consider excellent material students find boring or unattractive. In schools, start small and build on what students, teachers and parents find useful. Both print and nonprint materials belong in the Career Resource Center. Contrary to what might be expected with the emphasis on media these days, one does not find printed material antiquated and seldom used. Audio-visual material is most effective when used with younger students (grades 6-9) and/or when used in groups as part of an orientation or instructional program. There are a large number of very excellent filmstrips and 16 mm films that can be used to attract students to the Career Resource Center and explain to them how the material and personnel can be used to help them in planning for a future that will be valuable to them. However, after the individual is in the Center and is motivated to pursue career information, print material is still one of the most inexpensive and useful sources of career information.

One of the first steps in seeking material for the Center is an inventory of what is already available in the school or setting. It is surprising what one can find in closets and guidance offices, storerooms, libraries and media centers. Much of this material may be out of date, but some of it may be very useful and of greater value to the school when it can be disseminated through an active Career Resource Center program. Some school personnel are reluctant to give up cherished materials, and in some cases duplicate copies are necessary, but most professionals are receptive to giving up material when they know it will be utilized more efficiently -- by students, parents and their colleagues.

A. Criteria for the Selection of Material

1. It should be up to date. Current occupational information is a must. Generally any information about an occupation (projections, training requirements, income level and the like) becomes outdated after five years and in many cases sooner. As a rule of thumb, occupational briefs, job descriptions and career files should be replaced when the copyright date is over five years old. There may be exceptions, but five years is a recommended date to use in cleaning out old files.

2. It should meet legislative requirements. Title IX of Federal Legislation (and in Massachusetts Public Law Chapter 622) requires that all occupational and related career information communicate clearly that all occupations are available for a person to consider regardless of race, sex, age, ethnic origin or religion. Occupational stereotypes based on such discriminatory practices are not to be conveyed in material purchased and collected for the Career Resource Center. (In Massachusetts, State Department of Educational Regulations regarding educational and occupational materials may be obtained by contacting the state supervisor for implementation of Chapter 622.) A copy of appropriate state regulations should be consulted when selecting materials for the Career Resource Center.

3. It should be accurate. Accurate information is a must and verifications can be made by cross-checking with census figures, government publications, such as the Occupational Outlook Handbook and the Dictionary of Occupational Titles and Supplements. A large number of professional, labor, industrial and trade groups publish free and inexpensive materials which describe a particular occupation or field in which the organization is directly involved. These occupational briefs may tend to glamorize or sometimes provide an incomplete description of an occupation. Much of this material is free and excellent, but it should be reviewed and additional material provided if necessary to give an accurate and balanced view. In recent years, the different military services have developed some useful occupational handbooks, counseling guides, occupational briefs, aptitude tests and interest inventories which can be quite valuable in the Career Resource Center. There is a fine line between an individual in a particular occupation telling about his or her

success and what might be a realistic description of the world of work for another individual with a slightly different set of abilities in a different time and in a different geographical setting. However, it is possible that the Career Resource Center could have collections of statistically accurate occupational information but the content and appearance lack the life and zest that is oftentimes necessary to attract and interest a person in a particular occupation or field.

The Standards for Use in Preparing and Evaluating Occupational Literature and Guidelines to Preparation and Evaluation of Occupational Films are two valuable guides in the evaluation of accurate occupational print and nonprint material. These guidelines are also useful in the development of local occupational literature, job surveys and class projects. These standards are published in the NVGA Bibliography of Current Career Information which may be obtained from the National Vocational Guidance Association.

Publication Sales
American Personnel & Guidance Association
1607 New Hampshire Avenue N.W.
Washington, D. C. 20009

A copy of the basic standards is included in Appendix A.

These basic questions need to be addressed in evaluating materials for purchase and subsequent use in a CRC:

a. Is the content accurate? Valid?

b. Are the facts and figures current?

c. Is the reading level (or vocabulary) appropriate for the clients of this CRC?

d. Does this material contribute to the program and its goals for career development?

e. Is there real information here? Or is it a gimmick that may leave the user happier or frustrated but no better informed?

4. It should be appropriate. The age, reading level, comprehension, background and special needs of students must be considered. Vocational briefs are available from intermediate grades to high school reading levels. Some occupational briefs are written in a biographical form so that a particular student may identify with the person who is describing his or her work. These briefs and filmstrips are particularly valuable to people of different races and ethnic groups who can identify with someone of the same race, sex or ethnic group who is describing his or her occupation. Occupational information has been published for youngsters who are blind or deaf as well. A number of biographies have been written in story format which describe individuals who have overcome considerable adversity to succeed in the occupational world. The school library or city librarian can help in the identification of these nonfiction books. In short, each individual user should be able to find materials and information that are appropriate to his/her needs and stage of career development.

Career development follows through a number of stages which are described earlier. A Career Resource Center located in an elementary, junior or senior high school should include materials that are appropriate for that particular age level and also to the comparative stage of career development. These stages and their approximate corresponding grade levels are:

Awareness - Grades K - 4
Exploration - Grades 5 - 7
Orientation (Reality Testing) - Grades 8 - 10
Preparation - Grades 11 - 12

It should be recognized that not everyone follows these stages at the same rate. Some sixteen-year-olds are not ready to begin career planning and so attention needs to be paid to readiness activities before serious exploration can start in the Career Resource Center. These four stages can also be viewed as steps in a decision-making process which takes place within a few weeks or months. The important thing to remember is that material in the Career Resource Center should be selected according to some assumptions about the clientele who will use the resource.

B. Classification and Filing of Occupational Information

Because there are large quantities of nonprint materials now available, it is more difficult to establish one consistent system for filing of print and nonprint information. Storing problems are different because of size and equipment necessary to utilize nonprint information. For this reason, classification and cataloging of print and nonprint information are described differently.

There are a number of classification and filing systems available commercially. For our discussion here, "classification" refers to the sorting of materials by the CRC staff for purposes of inventory and for teacher and staff references.

"Filing," on the other hand, refers to the way in which materials are displayed and arranged in the CRC for student use. For example, a particular item, "A Career in Banking" would probably be classified as a filmstrip/tape (or as a book or a leaflet) and filed under "B" for Banks, and/or under "983" -- D.O.T. number and/or "Business and Office" -- the U.S.O.E. Cluster area.

Most effective Career Resource Center staff personnel have started with one of these filing systems for print material and then adapted it to fit their space, materials and clientele. It is important that any filing system be accessible and make it possible for students, teachers and parents to find the information easily. Instead of file cabinets, a number of Career Resource Centers use filing boxes on long tables where the information is visible and readily available. Open shelves and library carrels have been used to display and show audio-visual material. The Indiana Career Resource Center has developed a cross-referenced system for cataloging types of career information materials according to grade/age level, career goal areas and curriculum areas.

An annotated bibliography of career resource materials which has been classified through these three systems may be obtained by contacting:

Indiana Career Resource Center
1201-09 South Greenlawn Avenue
South Bend, Indiana 46615
Telephone: (219) 289-2851

This Indiana classification and cataloging system is useful for staff and educators wanting to review and identify

available materials; however, students and clientele wanting to directly use the material and inspect it for a class project or personal information are better served by a simplified filing system.

Organizing a Filing System

The following steps are recommended in establishing a filing system for printed materials.

1. Conduct a survey among the potential users of the Career Resource Center to find out their questions when entering the Center. (A sample of such a survey form appears in Appendix B.) Identify the twenty-five most popular occupations listed by the users. Don't forget to include colleges as the Career Resource Center is for all students. Find out in this survey if information about apprenticeships, scholarships, the military, etc. are of interest. The filing system should not be based exclusively on this survey data, but it will be useful in providing a framework for displaying and arranging the information to attract the immediate attention of students and other users. The purpose of the Career Resource Center is to expand awareness and knowledge of the world of work, but the survey data will aid the center staff in initially attracting students into the center.

2. Inventory material presently available and divide print from nonprint material. File and display nonprint material in different places where security is available and it can be reviewed quickly through the necessary equipment.

3. Review a number of the filing systems for printed occupational information. Make sure that the filing system will permit the center staff to add local material and information published by a number of companies. Accessibility and ease in using the occupation file are critical factors to consider. A number of these filing systems are as follows:

   a. Alphabetical. Based on the local user survey, a number of occupations were identified. These occupations and others available in the region are simply listed on manila file folders. The file system is added to easily and new occupations are added without difficulty. Problems develop where more than one occupational title refers to the same occupation and occupational families or clusters are not filed together.

The Standard Industrial Classification Manual may be consulted for titles.

b. Modified Alphabetical System. The Bennett Occupations Filing Plan (Interstate Printers and Publishers, Danville, Illinois 61832, 1968) provides a way to cross-reference occupations as well as keep the advantages of a simple alphabetical system. The file includes 400 occupational titles and approximately 700 cross-reference headings. A manual, manila folder labels and 57 supplementary filing labels for supplementary information including apprenticeships and part-time jobs are available from the publisher for a reasonable cost.

c. Career Clusters. Fifteen occupational clusters have been proposed by the U. S. Office of Education as a way to encourage exploration among related occupations. The fifteen clusters are:

Agri-Business and Natural Resources
Business and Office
Communications and Media
Construction
Consumer and Homemaking Education
Environment
Fine Arts and Humanities
Health
Hospitality and Recreation
Manufacturing
Marine Science
Marketing and Distribution
Personal Services
Public Services
Transportation

A further subcategorization appears in An Analysis of Fifteen Occupational Clusters Identified by the U. S. Office of Education, Sidney K. Peveto, Grayson County College, Sherman/Denison, Texas, 1972.

d. Coded Systems. Probably one of the most popular systems which uses the Dictionary of Occupational Titles is the Chronicle Plan (Chronicle Guidance Publications, Inc., Moravia, New York 13118). The system uses the last three digits of the D.O.T. number of a particular occupation and is cross-referenced alphabetically. It also contains file titles for supplementary information.

Another numerical system for filing occupational information is the Career Information Kit published by Science Research Associates, Inc., Chicago, Illinois 60611. The numbering system is based on job families which are divided into occupational areas and job titles. The titles are arranged alphabetically and numbered within job family.

The third coding system to be mentioned here is the Dictionary of Occupational Titles classification system. This is the official United States system for the classification of occupations and provides a comprehensive way to catalogue and file over 20,000 different occupations. While the system is very helpful for the serious student or staff member in identifying related and different occupations, it is too complicated to use as the basis for a filing system in elementary and secondary schools.

e. School Subjects. A useful system in a school where the teachers work closely with the Career Resource Center staff is to file occupational information according to the courses of study offered in the school curriculum. This helps students preparing term papers in learning about occupations related to a unit on which a teacher may be focusing. It also encourages students who are doing well in a subject to investigate occupations which relate to their high achievement.

f. Aptitude and Interest Classification Systems. When standardized interest and aptitude tests are given to many or all students, a filing system based on these categories is useful. The Kuder General Interest Survey is a commonly used interest measure. A career information filing system based on worker trait groups of the Dictionary of Occupational Titles and Supplements may also provide a useful system to review (contact Appalachia Educational Laboratory, Charleston, West Virginia 25300).

The Dewey Decimal System can also be used for some material, especially those referenced and bound.

4. Select a filing system that fits the clientele and the Career Resource Center program. Questions of

accessibility, adaptation to local input, easy maintenance, and attractive and open appearance must be considered. Quite frequently locally developed and modified systems work the best.

C. Materials to Place in the Center

Thousands of dollars can be spent acquiring career information. It is highly recommended that the Center build materials slowly until the program is developed and until students have helped preview the material. Five hundred dollars and a generous supply of stamps to write away for free materials will launch an adequate Career Resource Center. (Note: See Appendix C for suggestions on audio-visual materials.) Include material for college- or technical school-bound students as well as for those who might be directly entering the world of work or the military. A partial list of publishers is presented in Appendix D. Rather than list the available materials in this booklet, a partial list of bibliographies and other references will be mentioned here.

1. Catalog of books and filmstrips for career guidance:

   Vocational Guidance Manuals
   620 South Fifth Street
   Louisville, Kentucky 40202

2. List of free and inexpensive career literature and films. (Evaluation of material is included)

   NVGA Bibliography of Current Career Information
   American Personnel and Guidance Association
   1607 New Hampshire Avenue N. W.
   Washington, D. C. 20009

3. Wide variety of career information listed from primary grades to adulthood, print and nonprint.

   Resources for Career Development (latest edition)
   Indiana Career Resource Center
   1201-09 South Greenlawn Avenue
   South Bend, Indiana 46615

4. Well-known national source of occupational information:

   Occupational Literature: An Annotated Bibliography (latest edition) - Gertrude Forrester - author

H. W. Wilson Company
950 University Avenue
Bronx, New York 10452

5. A quarterly publication which provides up-to-date articles on vocational guidance and listings of recent occupational information, print and nonprint.

   The Vocational Guidance Quarterly
   Subscription from:
   American Personnel and Guidance Association
   1607 New Hampshire Avenue N.W.
   Washington, D. C. 20009

6. Career Information Service and directories.

   B'nai B'rith Career and Counseling Services
   1640 Rhode Island Avenue N.W.
   Washington, D. C.

7. Free or inexpensive career guidance material listed in directories purchased by most public and school libraries.

   Educators' Guide to Free Slidefilms
   Educators' Guide to Free Guidance and Education Materials

   Educators Progress Service
   Randolph, Wisconsin 53956
   (published annually)

8. Local sources must not be overlooked.

   Local newspaper
   Chamber of Commerce
   Rotary Club
   Business and Professional Women's Club
   Yellow pages of the telephone book
   Division of Employment Security

9. Standard reference which provides occupational descriptions, projections and where to write for further information.

   Occupational Outlook Handbook (latest edition)

   U. S. Department of Labor
   Superintendent of Documents
   U. S. Government Printing Office
   Washington, D. C. 20402

(One resourceful paraprofessional in a Career Resource Center purchased two copies, removed the pages, laminated them and developed a very good beginning set of occupational briefs.)

SUMMARY

It is recommended that material be collected carefully to insure that it will be part of a dissemination program, that it is accurate, up-to-date, attractive and appropriate for the audience it is intended to inform. It does not take a large amount of money to start a Career Resource Center. A trained person to establish and operate the Center is critical. Large amounts of nonprint material are not recommended. Print material is still much in demand by students. Nonprint materials can be most effective for junior high and younger students or they can be used at any age as part of a group or individual presentation with a trained paraprofessional, counselor or teacher. Even the best career information will collect dust in the center unless there is a planned and systematic way to reach all students and staff.

CHAPTER V

USE OF TESTS AND INVENTORIES

A Career Resource Center is a logical place to explore information about oneself as well as to investigate occupational information. Frank Parsons, at the turn of the century, advocated the necessity of knowing thyself and knowing the world of work. While standardized aptitude, achievement and personality inventories are in the domain of the professionally trained counselor and psychologist, interest inventories, career values and maturity scales can be administered by a trained paraprofessional, and after interpretation by a counselor, the paraprofessional can assist the student in locating and exploring occupational information related to an interests or values profile. With supervision from the professional staff, a paraprofessional operating the Career Resource Center can utilize certain interest inventories as part of the program.

If a particular interest inventory is administered to a large group of students through a class or group counseling program, the Career Resource Center personnel must be ready and able to relate such results or interest patterns to appropriate occupations. This is a crucial phase in follow-up on productive and meaningful use of interest and other test profiles. Generally, over fifty per cent of the time a student could describe his or her particular interest patterns before taking an interest inventory. Nevertheless, tests and inventories are useful in confirming those self-observations. For the student who is not sure or who is interested in many things, most interest inventories force a ranking that can be useful in learning more about the world of work.

Two references that Career Resource Center personnel may find useful are Leo Goldman's book Use of Tests in Counseling and the Indiana Career Resource Center directory of Selected Tests for Assessing Career Development (February, 1977). A partial list of inventories and scales that a number of Career Resource Centers have found useful includes the following:

Title	Publisher
Ohio Vocational Interest Survey (OVIS)	Harcourt Brace Jovanovich, Inc. Test Department 757 Third Avenue New York, New York 10017
The Self-Directed Search	Consulting Psychologists Press, Inc. 577 College Avenue Palo Alto, California 94306

Title	Publisher
Strong-Campbell Interest Inventory	Stanford University Press Stanford, California 94305
Kuder Preference Record	Science Research Associates 259 East Erie Street Chicago, Illinois 60611
California Occupational Preference Survey	Educational and Industrial Testing Service Box 7234 San Diego, California 92107
Interest Inventory of General Aptitude Test Battery	U. S. Department of Labor (contact local Division of Employment Security)
Work Values Inventory	Houghton Mifflin Two Park Street Boston, Massachusetts 02107
Vocational Interest, Experience and Skill Assessment (VIESA)	American College Testing Program Box 168 Iowa City, Iowa 52240
Harrington/O'Shea Computerized System for Career Decision-Making	Chronicle Guidance Publications, Inc. Moravia, New York 13118
Career Maturity Inventory	California Test Bureau/ McGraw-Hill Del Monte Research Park Monterrey, California 93940

This is not a comprehensive list but only a sample of some of the inventories that are used in Career Resource Centers. Some of the inventories and scales listed above are most useful for certain age groups. Prospective users should review the inventories carefully in terms of reliability, validity, norms, language fairness, ease of administration, interpretation and cost.

CHAPTER VI

USE OF THE COMPUTER IN THE CAREER RESOURCE CENTER

The use of computers in information retrieval and in career decision-making is over ten years old. A number of systems have been developed, modified, up-dated and distributed commercially on a national scale. Initially, costs per student were high; however, in recent years, because of growing sophistication and competition among developers, the costs are quite reasonable.

Computer systems or computer processed material can be a valuable asset if planned as part of a program that includes follow-up and direct involvement of the student and his or her parents. The machine and the process itself is attractive and motivational for many students, but if it is only used as a gimmick or simply a means to say a person has received career counseling, it is incomplete. Most publishers and sales representatives in the computer career decision-making business are quite helpful and professional. Before Career Resource Center personnel purchase the service, a number of factors should be considered.

1. How will the service be integrated into the Career Resource Center program? How will follow-up be done?

2. What is the cost/benefit ratio?

3. Is the system self-contained, requiring minimum training for the student to use?

4. How often is the system up-dated?

5. Are the print-outs clear and in terminology the students understand and find useful and interesting?

A number of states have sponsored the development of systems that are particularly integrated with the Division of Employment Security and other U. S. Labor Department Services. For example, in Massachusetts, initiated by a grant from the U. S. Labor Department, the Massachusetts Occupational Information System (MOIS) has been developed and is now operational in a number of schools and community agencies. MOIS computer-assisted career information and decision-making process is competitive with a number of good private concerns.

A more detailed list and description of computer-based systems for the Career Resource Center may be found in Computer-based Vocational Guidance Systems, U. S. Government Printing Office (1969)

and in E. L. Tolbert's Counseling for Career Development, Houghton Mifflin Company, Boston, (1974), pages 117-135.

CHAPTER VII

THE CAREER RESOURCE CENTER WORKS WITH THE COMMUNITY

For too long, schools have operated apart from the community. The career education concept necessitates bridging that gap in order to provide as realistic a learning environment as possible. A number of options exist for the CRC to bring new ties with the community.

A. Speakers Bank

A speakers bank is the cataloging of speakers from the community who would be willing to talk with interested students about their career field. Knowledge of student interests should be used to determine those occupational fields the CRC staff will address in developing a list of speakers. The CRC staff role includes making sure, to the greatest possible extent, that the individuals whose names are in the speakers bank will speak interestingly and honestly to the students. Nothing turns students off faster than a speaker who is dull! People who are willing to talk about their jobs and the tools they use, and to respond to student questions, usually are enthusiastic and can hold student interest. It is the staff role to ensure that these are the speakers who are invited. A series of short newspaper articles written for the local press asking for volunteer career speakers is a first step and one of several approaches that should be taken. Students are also an excellent resource for securing parents as career speakers as well as by the direct approach by the CRC. Any individuals in the community known to members of the staff can be directly approached by telephone or letter.

The process of organizing a speakers bank so that the speakers can most effectively serve students in the classroom needs close planning and organization. Information cards on individual career speakers should be made out giving all pertinent information and times available. Provision should be made to meet with the speakers to give them suggested formats for their presentation as well as to offer encouragement and support when needed. On the day speakers come to the school, they are met by a CRC staff member to make them feel welcome and to introduce them to the teacher and students. The CRC staff member stays for the presentation to assist in evaluation with the teacher and the class.

B. Field Trips

Career concepts for students are further broadened by field visits. An activity of this type is fairly common to school classes; however, for career purposes it is much more specialized. Career site visits must be identified and secured. The CRC must have direct contact and communication with personnel in business, industry, professions and government. The nature of this contact is to inform them of the value and need for students to observe the operations of those agencies. It is to explain to their personnel how they may best present their jobs to students and the public relations value in so doing.

The CRC makes available to teachers a list and some detail explaining the sites available for class visits. Particular attention is given to what that site may demonstrate in terms of classroom-related subject matter. The same quality level is sought here as in the program for career speakers. There is a selectivity of sites as being most promising in terms of student interest and curriculum relationships. The CRC assists the site personnel in planning their presentation to the visiting students. It handles all the details for the teacher in establishing the specific date, time, transportation and supervision. It maintains procedures and organization, encourages use and participation by the teachers as well as by agencies. This phase of activity begins to bring the student into a fuller, direct-contact experience with the working world of his/her community. It begins to pave the way for their direct participation in out-of-school work experience.

C. Resource for Students Seeking Employment

The CRC functions as a clearinghouse of information concerning part-time and summer jobs that occur in the community. When employers in the community need part-time employees or full-time employees from among graduating students, they should be encouraged to call. The CRC can take an aggressive initiative in a well-planned-out public relations program designed to attract the attention of community employers. The objective of the program is to point out to the employers the high quality employees that exist among high school youths. The local newspaper should be used to carry a series of pictures and articles featuring student employees at their jobs as well as testimonial comments from present employers. School staff should explain to local service organizations the value of part-time employment for students and enlist their endorsement to encourage employers to pro-

vide jobs for high school youth. High school students have the CRC as a press agent handling public relations in the employment market. It serves as an agent for employers in that it makes known to potential employees jobs available for interview, thus giving employers a selection from which to choose. It properly informs the student of the employer-employee relationship that he or she must then be committed to. Students are further encouraged to maintain standards through the granting of graduation credit for their work experience.

D. Adults in the Community

The library of information the CRC represents is of value also to many adults in the community. When it is located in a school building, the general public should be encouraged to use it. During periods of high unemployment, people without jobs may find themselves needing to consider other fields of work. The U. S. Department of Labor predicts that the average person will need to be retrained three to four times during a lifetime. This trend is upon us, and it implies the need for career information on which to base choices for retraining.

An adult education program that encourages public use of the CRC is another possibility. The dimension of adult education (continuing education) has developed dramatically in the last decade in response to the needs of people -- needs ranging from recreation to acquisition of new marketable skills and upgrading present skills. The present trend will continue for adult education to train for marketable skills. The Career Resource Center may serve as that agency which can provide information to individuals who are planning and making choices regarding employment at any point during their working lives.

These are some of the directions a CRC may take and some of the specific activities appropriate to generate and coordinate activities that bring the world of work into the school and the school into the world of work.

CHAPTER VIII

PUBLIC RELATIONS

"Public relations, very simply, is good two-way communications". [5] The staff members who operate a Career Resource Center in their school will need to be responsible for the two-way flow of information between the Center and its several publics. Public relations means more than publicity, although publicity is one facet of a public relations program. Schools and school personnel are relatively inexperienced in the public relations area. With continuing financial pressures, they will have to become more experienced in order to survive.

The Massachusetts School Counselors Association has developed a booklet entitled Public Relations: A Guide for School Counselors (1976). In it are listed nine steps basic to developing a public relations program (pp. 4 - 10).

1. Determine public opinion. Find out who knows about the CRC program and what the general levels of understanding are.

2. Identify your problem areas. Is the program a good one that not many have heard about, or is it a poor program that needs revision?

3. Identify your public. The internal (staff, administrators, students) and the external publics (community people, business persons) are equally important, but each target audience needs to be fully informed about CRC program goals and the roles of the staff members.

4. Establish public relations goals. Think in terms of short-term (three months or less) and long-term. The goals will depend on the staff's analysis of responses by the various publics.

5. Prepare a written public relations program. Each goal should include a statement about how that goal might be met or how it will be met.

6. Implement your program. Get it off the paper and into action.

5 ASCA Handbook for Public Relations Coordinators, American School Counselor Association, 1607 New Hampshire Avenue, N.W., Washington, D. C. 20009, 1976, p. 1.

4R

7. Evaluate your program. This is critical in terms of accountability. Evaluation by representatives of all the publics should be included.

8. Change your public relations program to reflect the evaluations made.

9. Keep your program in operation continuously.

The range of public relations activities is broad, and it includes the bulletin boards in the hallway and the full-page picture spread in the local newspaper. Each activity is planned with a particular public in mind, and the activity itself is carried out so as to maximize the positive effect on that public. It is important in thinking about public relations to remember that small steps are more effective than no steps, and that the program which is developing is more likely to be successful than a program that tries too hard to do too much and too quickly. Even something as relatively small as a bulletin board or a news release requires thought and care and time. The planning time may be greater than the time needed for production, but it will also pay greater dividends.

APPENDIX A

Guidelines for Preparing and Evaluating Occupational Materials

Standards for Use in Preparing and Evaluating Occupational Literature

As the title suggests, this statement on "Standards" has been prepared to assist those who are writing, publishing or evaluating material descriptive of a single occupation or of a group of related occupations. The present guide, undertaken at the suggestions of the Trustees of the National Vocational Guidance Association, is a revision of the "Standards" written by the Publications Committee of the Occupational Research Division of NVGA in 1950 and widely used since that time.

However, the concern of NVGA for the quality of occupational material goes back at least to 1924 and has been expressed in a series of publications written by individual members or committees of the Association. The writers of this report have sought to revise the 1950 statement in terms of present concepts and conditions.

Basic Concepts

In undertaking this revision, it was clear that the task was not so much

the correction of the 1950 "Standards" as it was the addition of some basic concepts which would orient writers and publishers of occupational literature to the ends such publications can serve. The guidance profession particularly needs occupational information which can be used effectively with youth. While the maturity necessary for sound occupational choice is an outcome of many factors, a broad knowledge of occupations is essential as background information. This knowledge can be acquired in part by the use of written materials if these are prepared and used appropriately. Appropriate occupational literature will also be useful to adults and to professional persons in counseling and personnel services.

1. A basic standard for any occupational publication should be the inclusion of a clear statement as to its purpose and the group to whom it is directed.

For example, a publication designed to inform the counselor or teacher is unlikely to meet the needs of a junior high school student. Similarly an occupational pamphlet intended to recruit for a particular profession will be an acceptable aid in guidance only if it takes into account the needs of youth.

2. Occupational information should be related to developmental levels which will vary with age, educational attainment, social, and economic backgrounds.

For example, elementary school children need information that will expand their knowledge of the world of work, of the contributions and interrelationships of many kinds of workers, of the varieties of settings in which skills may be used, and of the satisfactions to be found through work. Junior high school students need more information about the relationship of abilities and interests to educational choices and occupational requirements. At the senior high school level more comprehensive information is needed by both the job-bound and the college-bound student.

Materials should be slanted to give youth help in planning next steps or in recognizing occupational implications of current studies or activities. They need to be related to the present or immediate future particularly for younger groups to whom five or ten years is meaningless. These generalizations are intended merely to suggest how important it is that occupational materials be based on an adequate understanding of the needs of the intended audience.

3. Consideration should be given to the implications of the material for all groups in our society.

For example no statements about the advantages of a particular occupation should be made which involve or imply unfavorable comparisons with other occupations. When photographs are used, they ought to be as nearly as possible representative of all groups and areas in our society. To be truly representative, photographs should be identified as to locality and show

ethnic groups proportionate to the local population.

Occupational information, particularly when prepared for youth, ought to be useful in stimulating aspiration and in encouraging individuals of all backgrounds to develop to their greatest potential. However, care should be taken to avoid the false stimulation which may result from too great stress on material values, status symbols, and the like.

4. The description of an occupation should be an accurate and balanced appraisal of opportunities and working conditions which should not be influenced by recruiting, advertising, or other special interests.

5. Occupational information should include the nature of personal satisfactions provided, the kinds of demands made and the possible effects on an individual's way of life.

Guidelines for Content

The quality and specificity of detail in occupational materials will vary with the intended use of the publication. For example, a publication intended for adults considering retraining or additional training should include more specific information about earnings and fringe benefits than one designed to help students explore the job world. The following is intended not as a schedule for analyzing occupations but as a check list to insure that a particular publication contains the necessary information.

- Definition of the occupation as given in the *Dictionary of Occupational Titles* or as determined by the U.S. Employment Service. (The D.O.T. title should be included if definitions are provided by state employment services, professional and trade associations, unions, licensing bodies, or job analysis.)

- History and development of the occupation including its social and economic relationships.

- Nature of the work such as duties performed, tools or equipment used, relationships to other occupations, possible work settings and fields of specialization.

- Requirements such as education and training, aptitudes, temperaments, interests, physical capacities, and working conditions.

- Special requirements such as licensure or certification imposed by law or official organizations.

- Methods of entering the occupation such as direct application, personal reference, examination, apprenticeship. (Explanation should be made of the assistance which may be offered by unions, employers, professional and other organizations, public or private employment agencies, school and college placement offices.)

- Opportunities for experience and exploration through summer and part-time employment, work study programs, programs of the Armed Forces or voluntary agencies such as the Peace Corps, youth organizations and community services.

- Description of usual lines for advancement or of possibilities for transfer to related occupations either through seniority, experience, on-the-job or in-service training, additional education, and examinations.

- Employment outlook as suggested by trends likely to affect employment the next five, ten, or twenty years. (Factors affecting particular groups such as geographic area, age, sex, race, physical disabilities, and the like should be considered, as well as factors affecting outlook such as supply and demand, retraining programs, replacement needs, automation, and other technological developments.)

- Earnings, both beginning and average wage or salary according to setting, locality and other significant factors as well as supplementary income and fringe benefits such as commissions, tips, overtime, bonuses, meals, housing, hospitalization, vacations, insurance and retirement plans. (Related to earnings are costs or deductions for tools, equipment, uniforms, supplies and the like.)

- Conditions of work and their implications for the individual's way of life, including where significant, daily and weekly time schedules, overtime, seasonality, physical conditions such as travel required, setting – indoor or outdoor, noise, confusion, temperature, health hazards and strength demands.

- Social and psychological factors such as work satisfactions, patterns of relationships with supervisors and other workers, and with unions, associations, or other organizations in which membership may be required or desirable.

- Sources of additional information such as books, pamphlets, trade and professional journals, motion pictures, slides and other visual aids, pertinent literature provided by government agencies, unions, associations, industry, schools, colleges and universities.

Criteria for Style and Format

The intended use of the occupational material will be a critical factor in the consideration of style and format.

- Style should be clear, concise, interesting, and adapted to the readers for whom the material is intended.

- Publishers are encouraged to be creative and imaginative in presenting factual information in a stimulating fashion. The typography should be inviting, the total format pleasing, and the illustrations should be of a quality to enhance the effectiveness of the material and to make it appropriate for the age level for which it is planned.

- Charts, graphs, or statistical tables should be properly titled and interpreted. Sources and dates of basic data should be given.

- The occupational book or pamphlet should state specifically the publisher, date of publication, the sponsoring organization, group or individual and the author. Information about the

author's training and experience should be provided. Pages should be numbered in sequence and the price, when applicable, should be included.

- In view of the changing nature of occupations, it is important that information be kept up-to-date. Provision should be made for review and revision when the original publication is issued and new editions should state whether or not contents have been revised. Dates of original publications and of the data used should be given on both first and revised editions. When information about wages or other data subject to relatively rapid change is used, date and source should be indicated.

A Guide for Preparing Industrial Career Brochures

This guide has been prepared by the National Vocational Guidance Association as an aid in writing brochures about career opportunities in a single industry. While the purpose of such brochures, generally, is to provide information about a business or industry, recruit employees, and promote good public relations, the emphasis in this guide is on the vocational needs of the readers. The aim should also be to provide information that can be useful to counselors and teachers of "careers" courses.

Fundamental to the satisfaction of vocational needs is the recognition that individuals differ due to various combinations of aptitudes, temperaments, interests, capacities, training and experiences, and that these factors determine suitability for different types of work. Research and experience indicate that suitability for work is a condition for easier training and may be associated with greater job satisfaction, productivity, and suitability of employment. At the same time, it is necessary to recognize that suitability for work is dynamic, conditioned by opportunities and traning available, and by early work experiences.

Therefore, in describing work activities within an industry, opportunities for an individual's occupational growth and advancement should be included.

In order to provide up-to-date, usable information, career brochures need to be revised regularly.

Industrial careers brochures should be adapted to the needs of certain groups of potential workers and job seekers; some of these groups are:

1. Those who are interested in an industry, such as aircraft or electronics manufacturing, rather than in a specific occupation, because of glamor, financial rewards, or familiarity. They need an industrial careers brochure to introduce them to the world of work as well as specific job information.

2. Those who have chosen a specific occupation, such as stenographer or machinist, that exists in many industries. They need information on the industry's locations, growth, wage levels, working conditions, and its products or services.

3. Those who are considering an occupational change because of technological or economic developments, age, handicap, or other personal reasons. They need information about related occupations and retraining programs in industries where their skills can be utilized.

In presenting information, the writer should consider ways in which individuals think about jobs. For example, some job seekers tend to think of job opportunities in terms of occupational classifications, such as sales, transportation, repair and maintenance, or the professions. Others think in terms of school subjects, such as mathematics, bookkeeping, languages, or woodworking. Some individuals think about jobs available to technical school or college graduates. Others think in terms of working with people, ideas or things, or in situations involving outdoor work or physical activity.

The writing style and vocabulary should be understandable at the junior high school level. Technical terms and concepts, where used, should be defined. To avoid high turnover to industry and disillusionment to the career seeker, writers are urged to present opportunities as accurately as possible.

The cover and format should be eye-catching. Pictures and illustrations showing individuals on the job should be included to provide greater understanding of the work setting.

A Suggested Brochure Outline

I. Introduction

- A. Purpose and uses of brochure
  1. Sponsoring organization
  2. Audience for brochure
- B. Scope of information
  1. National or local data
  2. Geographic distribution of jobs
- C. Sources of information
- D. Date of data collection
- E. Publication date

II. Industry characteristics and trends

- A. Description of products or services

43

B. Role of the industry in the economy

C. Size of the industry
   1. Number of employees
   2. Volume of products or services
   3. Physical plant

D. Employment outlook
   1. Past trends and current situation
   2. Seasonal or cyclical factors
   3. Forecast

III. Occupations in the industry

A. General occupational groups

B. Individual occupations
   1. Entry jobs
      a. Opportunities: scholarships, summer jobs, apprenticeships
      b. Requirements: education, experience, licensing, equipment, personal traits
   2. Promotional opportunities
      a. Channels
      b. Steps
   3. Earnings
      a. Entry salaries
      b. Median after 5, 10 years
      c. Tops ranges
   4. Fringe benefits
      a. Sick leave
      b. Vacation
      c. Insurance
      d. Retirement
   5. Working conditions
      a. Plant environment
      b. Locations
      c. Hours
      d. Employee facilities

IV. Unions and professional organizations

Writers of industrial brochures who wish information on assistance with vocational guidance aspects may call upon the National Vocational Guidance Association, 1607 New Hampshire Avenue, N.W., Washington 20009, D.C.

APPENDIX B

SURVEY OF STUDENT INTERESTS

Name _____ Date _____

Grade _____

1. When I leave school, I think I will probably...

   ____ go to a 2-year college

   ____ join the military

   ____ go to a 4-year college

   ____ go to a vocational-technical school

   ____ get a job as a _____

   ____ other (please specify) _____

   _____

2. The career that interests me most is _____

3. I would like to find out more about: (check as many as are appropriate)

   ____ colleges

   ____ apprenticeships

   ____ vocational-technical schools

   ____ scholarships

   ____ military

   ____ different careers (which ones?) _____

   _____

4. The Career Resource Center can help me best by _____

   _____

APPENDIX C

AUDIO VISUAL EQUIPMENT FOR THE CAREER RESOURCE CENTER

GROUP I MINIMUM:

Equipment	Number
Cassette recorder	1
Play back unit	3
Film strip viewer	3
Head sets	4
Jack cord	1
Multiple jacks	2
Splice cord	1

Materials (raw)

Cassette tapes - boxes of 20 (40 min.)
(60 min.)
Thermofax masters
Thermofax paper
Transparency material
Frames for transparencies

Miscellaneous

Display materials - construction paper, oaktag, thumbtacks
Postage
Paints, magic markers
Ditto and mimeograph paper
Stencils and stationery
Letterheads on stationery and newsletter

GROUP II - "MAYBE" EQUIPMENT

Kodak Carousel slide projector - 35 mm.
Kodak Instamatic Copymaker plus camera
Trays
Dry mount materials (press)
Dry mount tissue
Laminating material

GROUP III - "OH WOULDN'T IT BE NICE" EQUIPMENT

Automatic sound filmstrip viewer
16mm projector
8mm projector
Kodak Visual Maker
Super 8 camera
Work sampling carrels
Film strip projector
Record player (could be borrowed)
Thermocopier (may be part of office equipment)
Lamps - request a year's supply
Film - 35mm plus processing (20 exposures)
8mm plus processing
(buy in quantity and refrigerate - may get up to 40% discount)
Field trips
Shelves - for display and storage - with locks
Computer terminal - MOIS system, for example

INSTITUTE FOR GOVERNMENTAL SERVICES

UNIVERSITY OF MASSACHUSETTS

The Institute for Governmental Services was founded by the President of the University of Massachusetts and its trustees in 1970 as an expression of the University's historical commitment to public service. The Institute was charged with six goals: (1) to link the University and the State and local government agencies throughout the Commonwealth; (2) to facilitate the flow of resources from all three campuses of the University to the citizens of the Commonwealth; (3) to design, carry out, and refine University-based, service oriented programs for State and local colleges and campuses within the University; (4) to collaborate with the Institute and with each other in developing service-oriented programs; (5) to identify and obtain financial support from appropriate outside sources; and (6) to establish and maintain a collaborative, interagency relationship with a wide variety of organizations including State and local governmental agencies, other institutions of higher learning, business and industrial concerns, citizens groups, and professional organizations.

To accomplish its goals, the Institute brings academic expertise and practical experience to bear on issues effecting State and local governmental agencies. Its activities to this end fall into four main categories:

TRAINING. Through courses, conferences and workshops, the Institute offers training to government personnel and effective approaches to familiar problems, efficient techniques for dealing with challenges brought on by changing legislation, and methods to simplify the readjustments and reorganizations generated by technological and social developments.

TECHNICAL ASSISTANCE. The Institute is available for direct advice and assistance in specific government agency and community problems, from developing viable systems models to designing curricular materials.

PUBLICATIONS. Out of Institute research, training courses and technical assistance has come a series of publications summarizing its research, describing and evaluating its programs, and providing practical guidance. Institute publications include law compendia, policy histories, training manuals, guides, special reports and occasional papers.

RESEARCH. The Institute undertakes surveys, investigations, and analysis in response to requests from government officials. Basic research on problems often leads to specific measures that assist in solving the problems, in the form of training programs, technical assistance and publications.